

On page 34, lines 7-8, strike "to be made available during the following fiscal year" and insert "that will not count against the numerical limitations".

On page 34, strike line 15 and all that follows through page 35, line 4.

On page 34, strike "(C)" and insert "(B)".

On page 35, strike line 20 and all that follows through page 36, line 18.

On page 36, strike "(E)" and insert "(C)".

On page 37, strike line 3 and all that follows through page 38, line 9.

On page 38, strike line 10 and all that follows through line 24.

On page 39, line 1, strike "(I)" and insert "(D)".

On page 40, line 6, strike "and reviewable".

On page 41, lines 3-6, strike "The determination as to whether a further extension is required shall not be reviewable."

On page 41, lines 20-21, strike "The decision by the Attorney General shall not be reviewable."

On page 42, lines 6-7, strike "The determination by the Attorney General shall not be reviewable."

On page 45, line 16, strike line 16 and all that follows through page 46, line 10.

On page 46, line 11, strike "(h)" and insert "(g)".

On page 46, line 20, strike "(i)" and insert "(h)".

On page 47, line 3, strike "(j)" and insert "(i)".

On page 47, line 9, strike "regard to" and insert "counting against".

On page 47, line 14, strike "(C) through (H)" and insert "(B) and (C)".

On page 48, line 5, strike "five-year" and insert "four-year".

On page 48, line 9, strike "5-year" and insert "four-year".

On page 48, line 18, strike "five years" and insert "four years".

On page 48, line 23 and all that follows through page 49, line 4.

On page 49, line 5, strike "(3)" and insert "(2)".

On page 49, line 10, strike "(4)" and insert "(3)".

On page 49, between lines 21 and 22, insert the following new subsection:

"(k) STATUTORY CONSTRUCTION.—Nothing in this section may be construed to count the issuance of any visa to an alien, or the grant of any admission of an alien, under this section toward any numerical limitation contained in the Immigration and Nationality Act."

## NOTICE OF HEARING

### COMMITTEE ON SMALL BUSINESS

Mr. BOND. Mr. President, I wish to announce that the Committee on Small Business will hold a hearing entitled "The President's Fiscal Year 2001 Budget Request for the Small Business Administration." The hearing will be held on Thursday, February 24, 2000, beginning at 9 a.m. in room 428A of the Russell Senate Office Building.

## ADDITIONAL STATEMENTS

### INTEL'S TEACH TO THE FUTURE PROGRAM

• Mr. BINGAMAN. Madam President, I wanted to take a few minutes to talk about an exciting new project that was announced recently—Intel's "Teach to the Future" program. Intel has joined

forces with Microsoft and a number of other companies to train 100,000 of our elementary and secondary school teachers in how to use information technology to improve what our kids learn. Intel will invest \$100 million in this project and Microsoft will contribute more than \$300 million in software, its largest donation ever. Intel and its partners deserve to be strongly commended by the Senate and the Congress for their forward thinking efforts.

The goal of Intel's Teach to the Future Program is to train 100,000 American teachers in 1,000 days. This year Intel will make grants to 5 regional training agencies in Northern California, Oregon, Texas, and Arizona that will each train 100 Master Teachers in a 40-hour curriculum on effectively applying computer technology to improve student learning. This award-winning curriculum was developed over the last two years by the Institute for Computer Technology; over 80% of the teachers who've been trained by it felt that it enhanced their student's learning. These 500 Master Teachers will return to their school districts, embedding the expertise locally by training an additional 20 teachers. By the end of this year, 10,000 teachers will be trained. Next year, the program will expand to include my home state of New Mexico, along with Washington State, Massachusetts, Utah, Southern California, Washington, DC, and elsewhere in order to train 40,000 teachers. Finally, the program will again expand to train 50,000 teachers in 2002.

We have been working hard on the federal, state, and local levels to provide schools with computers, software and access to the Internet. I authored several programs in the Elementary and Secondary Education Act in 1994 that have gone a long way toward these goals. Studies of the existing uses of technology in schools demonstrate, however, that these investments have not been optimized because teachers have not been adequately trained in its use—particularly its curriculum-based use. The availability of hardware is irrelevant if teachers are not properly trained, because it's teachers who teach, not technology.

Only 20% of today's teachers feel really prepared to use technology in the classroom. Given the dynamic nature of technology and the influx of new teachers we expect to enter the classroom in the next few years, it's easy to see how this problem could get worse if we don't focus on it. The average school spends less—often significantly less—than 1% of its technology funds on training. The Department of Education, the CEO Forum and other experts have determined that the appropriate investment should be closer to 30%.

In response to this need, I have worked closely with Senator Murray to secure funding for a pre-service technology training program in the education budget. As we approach reauthorization of the Elementary and Sec-

ondary Education Act, I also have made teacher training the centerpiece of my proposal for reauthorization of the Education Technology programs in ESEA—"S. 1604: the Technology for Teaching Act." Even with the continued commitment of companies like Intel, we must provide federal support and leadership for technology training for all teachers in all fifty states.

Intel's "Teach to the Future" project is an outstanding example of good corporate citizenship; one that should be instructive for politicians, educators, and corporations across the nation. Intel and its corporate partners clearly recognize that—just as information technology has revolutionized the workplace and the marketplace—it also promises to transform the schoolhouse. Perhaps, more importantly, however, these companies recognize that we must transform the schoolhouse in order to continue the economic revolution. We in Congress must support their efforts by increasing the federal commitment to educational technology and teacher training in this area.●

### PRAISING FORD MOTOR COMPANY FOR COMPUTER DONATIONS TO EMPLOYEES

• Mr. ABRAHAM. Mr. President, I rise today to praise Ford Motor Company's president and chief executive, Mr. Jacques Nasser, and Ford Motor Company's unprecedented gift of a home computer, color printer and unlimited access to the Internet to each and every one of Ford's 350,000 thousand employees worldwide.

Through this act, Ford Motor Company has shown that it has truly recognized the need to provide all Americans with computer and Internet access. Not a single Ford employee will be left out of Ford's initiative to provide its people with access to the Information Age. To its great credit, Ford has recognized that competing in today's high-tech global marketplace means doing everything possible to secure and train a skilled and informed workforce.

What is more, Mr. President, Ford has recognized that any company that wants to continue to succeed must see to it that everyone in its workforce, and not just a select few "specialists" be fully plugged in to the Information Age.

Mr. President, there is a growing digital divide in this country. Although over 40 percent of all households owned computers and one-quarter had Internet access by the end of 1998, figures show a disturbing and significant gap between two growing classes: the technical haves and the technical have-nots. This divide is defined by income and education levels, race and geographical location.

Household with incomes of \$75,000 and greater are more than twenty times more likely to have Internet access in the home than households in the lowest income levels. Wealthier